

Arkansas School-Age "LINKS"

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Making a Place for Every Child and Youth

Strategies for Accommodating and Supporting Individual Differences in
Temperament and Personal Style

By Roberta L. Newman

This article explores in-born temperamental differences among children and youth and presents practical strategies for identifying, understanding, managing, and responding effectively to these differences in informal out-of-school group settings.

A group of children are spending a typical afternoon in the board and table games area at After School Horizons. While they share a common interest in playing board games, each one has a different experience in the area.

Seven-year-olds Justin and Jerome are playing Sorry™. They like playing together, but if Jerome starts to fall behind, there is trouble. He scowls and groans whenever he has to move backwards, pounds his game piece as he moves, strikes his fist on the table if Justin moves ahead. If he doesn't win, Jerome has an intense reaction – his face reddens and he often screams, "This game is so stupid!" Other times, he shoves the game cards onto the floor. Yesterday, he impulsively kicked over his chair and ran from the area.

Nine-year-old Erik is a Checkers fanatic. He loves the strategies of the game and keeps a log of his wins and losses. Today he and nine-year-old Kim have agreed to play a mini-tournament with three games. After losing game one, Kim announces, "I don't want to sit here anymore. Let's go to the gym; I feel like running around." Erik is very disappointed; he wants to stick to the plan. Kim says, "No, I'm tired of sitting around and I want to play basketball." But Erik argues, "We SAID we'd play three games. You're breaking your promise." Kim shrugs and walks away. Erik



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sulks and mutters, "Well, I'm playing Checkers; if you won't play, I'll play by myself."

Eleven-year-olds Marta and Sonja are playing Kids Charades. Cara and Shonda are watching nearby. Marta is outgoing and loves acting out the different characters and motions; no matter what Charades card comes up in the deck, she gives it a try. Sonja hasn't played Charades before and is hesitant about acting things out. When Marta, Cara, and Shonda laugh at Sonja's portrayal of an elephant, Sonja gets upset. Tears come to her eyes as she says, "You're hurting my feelings." Marta smiles and says, "Laughing is just part of the game." Sonja sighs and says, "Okay, I'll try again, but I really don't like it when people laugh at me; if you do it again, I'm quitting." Cara and Shonda shake their heads and tell Sonja to "stop being such a baby."

Six-year-old Raphael is building a complicated structure with wooden blocks. He decides he needs several cylinder blocks that are part of a tower six-year-old Michael is making nearby. Raphael goes over to Michael and points at the

cylinders, saying, "Give me those; I need them" Michael ignores him. In a flash, Raphael, kicks down Michael's tower, and grabs the cylinders.

The children in these scenarios exhibited differences in temperament and personal style as they pursued a common interest in the board game area. Without assistance and guidance from staff many of these children had negative experiences. However, the presence of staff skilled at responding effectively to temperamental differences could have made a positive difference.

The NSACA standards indicate that it is important for programs to demonstrate respect for and responsiveness to individual differences in temperament among children and youth. Research supports this position. About twenty-five years ago, the results of a landmark twenty-year longitudinal study conducted by psychiatrists Stella Chess, M.D. and Alexander Thomas, M.D. revealed the importance of acknowledging and responding effectively to differences in temperament. The study found that individuals have unique, in-born temperamental characteristics that strongly influence how they experience development and how they respond to the world around them. Chess and Thomas identified nine basic variables of temperament including Activity Level, Rhythmicity (Regularity of Bodily

Rhythms), Approach or Withdrawal from New Situations, Adaptability, Threshold of Responsiveness (Sensitivity to Stimuli), Quality of Mood, Distractibility, Attention Span, and Persistence. (Note: In recent years, Thinking Tempo (the tendency to be impulsive or reflective) has also been identified as a temperamental variable by some medical practitioners.

While Chess and Thomas stressed the importance of viewing each person as an individual, they also identified three temperamental types where temperamental variables cluster together: 1) The Difficult Child who reacts strongly and negatively to new situations, adapts slowly, and is irregular in eating and sleeping habits, 2) The Easy Child who has regular habits and adapts quickly and positively to new experiences, and 3) the Slow-to-Warm-Up Child who approaches new situations with hesitancy but without strong negative reactions, and adapts positively if not pressured.

Although temperamental characteristics do not "go away" as children grow, children can develop an awareness of their own tendencies and learn to manage and direct them in productive ways.



Developing an Awareness of the Dimensions of Temperament

When adults working with children and youth are aware of in-born temperamental characteristics, they can play a significant positive role as they interact with children and youth. They can also anticipate potential problems and make appropriate adjustments to program activities and environment.

Illustration I. presents a list of key questions that can help staff develop an awareness of temperamental differences. Staff can use these questions to guide observations of children and youth and use them to predict youths' reactions to program experiences. The questions can also be adapted for use in gathering information from parents through surveys, interviews, or conferences.

Illustration I.

Key Questions to Ask About Individual Differences in Temperament

(Note: temperamental variables appear in **BOLD**)

Are some youth highly **active**, while others have lower **activity levels**? What can I do to accommodate differences in **ACTIVITY LEVEL** among youth?

Are some youth **adventurous and outgoing** towards new people, places, and experiences, while

other tend to be **reluctant or shy** about trying new things? What can I do to accommodate differences in youths' tendencies to **APPROACH** or **WITHDRAW** from new things?

Are some youth **adaptable and easygoing**, while others find it difficult to **adjust to changes**? What can I do to accommodate differences in **ADAPTABILITY** among youth? How can I help youth get used to change if low **ADAPTABILITY** is a problem?

Do some youth seem to have **regular "body clock" schedules** for eating, resting, and going to the bathroom, while others **vary in terms of when or how often they tend to bodily needs**? What can I do to accommodate differences in **REGULARITY** among youth?

Do some youth have a tendency to **act without thinking**, while others are more **reflective and more able to pause or plan ahead** before acting? What can I do to accommodate differences in **THINKING TEMPO** among youth?

Are some youth **very persistent** when faced with projects, difficulties, or challenges, while others have a tendency to **give up more easily or quickly**? What can I do to accommodate differences in **PERSISTENCY** among youth?

Are some youth especially **sensitive to things in the environment** (heat, light, sound, bright colors, smell, or touch)? Are there others who **don't act as if they are very sensitive to**

stimuli? Do some youth get **frustrated quickly or have their feelings hurt easily**, while others are **not as easily frustrated or hurt**? What can I do to accommodate differences in **SENSITIVITY** among youth?

Do some youth approach activities and experiences with a **positive, optimistic attitude**, while others approach these same experiences with a **negative, pessimistic approach**? What can I do to accommodate differences in **MOOD** among youth?

Do some youth seem **easily distractible** and have **difficulty focusing on what they are doing**, while others **find it easy to concentrate** no matter what is going on around them? What can I do to accommodate these differences in **ATTENTION** among youth?

Anticipating How Temperament May Affect Each Child's Individual Experiences

In addition to cultivating a general awareness of temperamental variables, it is also useful for staff cultivate the habit of anticipating how an individual might react under different circumstances. For this purpose, staff can use the situations presented in **Illustration II.** to anticipate how a child is likely to respond under different conditions. Each situation may or may not be stressful to the child, depending on the child's

temperament. By anticipating a child's likely responses, staff can plan ahead to provide support and guidance that reduces stress. They can also develop strategies for increasing the likelihood that children will have positive experiences, even under difficult circumstances. Developing the habit of anticipation is one of the key strategies for managing behavior related to temperament. Even if it is not possible to anticipate a child's response to every possible circumstance, it is possible to identify likely patterns of behavior for common situations that occur in after school settings.

Illustration II.
Situations to Help Anticipate Potential Problems and Conflicts Related to Temperament in Individual Children and Youth
 (Think about these situations - or situations of your own design - to help you anticipate the responses of an individual child or youth. Identify the temperamental variable(s) that may come in to play in each situation. Place a * next to any possible response that concern you. Brainstorm ideas for helping the child and reducing your concerns.)

The child's parents have not arrived by 6:00 PM, although they usually come by 5:15 P.M. The child is likely to.....

You announce that free time is over and the child is in the

middle of his/her favorite game. The child is likely to.....

The group has finished playing an exciting kickball game on a hot day; you want everyone to come inside, sit down, and cool off. The child is likely to.....

You are showing children how to play a new game and the child can't seem to get the hang of it. The child is likely to.....

The opposing team cheers as the child strikes out. The child is likely to.....

A substitute takes over your group for the day. The child is likely to.....

You planned to take a field trip to the zoo, but it's raining. You're going bowling instead. The child is likely to.....

The bus has stalled on the way to the swimming pool; no one knows when a replacement bus will arrive. The child is likely to.....

You have gathered the group for a performance by a local music group. The musicians are late. The child is likely to.....

Someone has ruined a painting (or other project) the child has been working on all week. The child is likely to....

Using Awareness and Knowledge of Temperamental Differences to Develop Program Response-Ability

"Program Response-Ability" refers to a program's capacity for planning and operating a program that is responsive to the needs of those it serves. Quality programs accept

the responsibility for creating program response-ability.

Problems often occur in school-age programs when there is a mismatch between the capabilities of children and youth and the expectations of the program. Staff can reduce the likelihood of serious mismatches by keeping temperamental differences in mind as they plan and oversee program experiences. Here are some examples of how staff can use their knowledge of temperamental differences to develop program response-ability:

SPACE

Provide sufficient indoor and outdoor space and equipment for physical exercise for children with high activity levels.

Provide comfortable, quiet, soothing, private areas for children who are easily frustrated, are easily over-stimulated, and may react to over-stimulation with intensity.

Separate areas for noisy and quiet activities to make it easier for distractible children to focus on what they are doing.

Develop an environment that has some consistent components from day to day to reduce the need for children to adapt daily to new arrangements.

SCHEDULE

Provide enough time for snack to accommodate different hunger schedules.

Offer a flexible schedule to accommodate children's varying

needs after school. Active children often need to unwind and blow off steam right after school. Children with lower activity levels, may prefer to talk quietly with a friend. Others may have internal body clocks that make them very hungry right after school.

Establish regularly scheduled daily routines to support children who find it difficult to adapt to change.

Provide transition activities to reduce the need for children to make quick adjustments or change abruptly from one activity to the next.

Develop a schedule that allows children with shorter attention spans to participate in several different activities while highly persistent, focused children continue to work on long-term projects or activities.

GROUPINGS

Provide opportunities to work and play alone or with a small group for children who become overwhelmed or over-stimulated in large group activities.

Provide opportunities to work independently and in small groups for children who are able to concentrate and work on complex activities for long periods of time.

Provide a balance of low-keyed cooperative activities and competitive sports and games to avoid creating an atmosphere that may cause children who are

intense, easily frustrated or over-stimulated to lose self-control.

SUPERVISION

Plan and implement multi-level supervision where some staff lead activities that require a high level of supervision, others facilitate activities where they can come and go, and others provide general oversight by offering guidance, re-direction, and assistance as needed.

Helping Children and Youth with Extreme Temperamental Characteristics

While there is a wide range of behaviors associated with each of the in-born temperamental variables, there are instances when extreme tendencies cluster together. As indicated by Chess and Thomas, this can create a pattern of behavior that is very difficult to manage. In his book, *The Difficult Child*, child and family psychiatrist Stanley Turecki gives some valuable advice about the best ways to help children with extreme temperaments. Dr. Turecki stresses the importance of understanding how the dimensions of temperament present themselves. He also stresses the importance of assessing whether or not a difficult behavior seems to be related to temperament or to something else. For behavior related to temperament, he offers several general suggestions.

First, he says, anticipate potential problems. Be aware of what

children are doing, saying, and how they are acting. Avoid creating conditions that can breed extreme reactions.

Give neutral reminders and helpful feedback to children who may be on the verge of losing control. For example, a highly active child who has a tendency to get over-excited and over-stimulated during a competitive game can benefit from a quiet, private reminder that he or she seems to be getting "wound up" and may need a break (a drink of water, a few deep breaths, etc). This kind of reminder is invaluable to children with extreme temperaments because they often are not aware of their extreme tendencies while they are happening. Without self-awareness, they do not recognize the need to adjust their behavior. Too often, they only become aware of problem behavior after it's too late.

If it becomes necessary to intervene during a problem that seems related to temperament, Turecki advises it's essential to tell yourself to "Get Neutral." This means putting aside any judgments, attitudes, or opinions you may have about the behavior. This allows you to think clearly about what to say and do. Then, acknowledge the behavior by giving a clear message or reminder and re-direct as needed. In some cases, it may be important to get the child's attention by asking him or her to look at you. The specific message or reminder will depend on what

temperamental extreme the child is exhibiting. Dr. Turecki's book offers many detailed examples.

Concluding Thoughts

Because temperamental traits are inborn, they stay with us throughout our lives. Rather than trying to change or eliminate temperamental traits, it's important to become aware of them and to learn how to manage and direct them effectively.

With this in mind, it is important to remember that some children and youth with extreme temperaments may not be easy to spot. A child who tends to withdraw from new situations, has low adaptability, is easily frustrated, and has low persistence may not cause discipline problems in a group. In fact, this child may spend lots of time on the sidelines. In these cases, the child's extreme temperament may not bother others, but it may inhibit the child's growth and development as he or she becomes lost in the crowd. It is just as important to provide guidance for the withdrawing child, as it is to guide the behavior of the child who exhibits more volatile dimensions of temperament.

Finally, it is critical to remember that some of the most extreme temperamental traits can actually lead to great success in adult life if they are harnessed and channeled effectively. A youth with an extreme high activity level may become an outstanding athlete, an energetic sales

executive, or an emergency room physician. A youth with high persistence and low adaptability may become a research scientist or inventor who will not give up on solving one of tomorrow's most serious problems. A withdrawing, reflective youth may become a writer or psychologist. A youth who is extremely intense may have what it takes to become an engaging actress, singer, a motivating speaker, or statesman. In fact, many of the people we think of as being highly successful are known for being somewhat difficult! As professionals in out-of-school programs, we have daily opportunities to help children and youth learn what makes them unique and special. Let's help them ALL make the most of it!

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Roberta Newman has been a leader in school-age care programs for over twenty-five (25) years. She has worked as a school administrator at all levels and developed and staffed a nationally recognized school-age program in Fairfax, County Virginia. As an author, Roberta has developed some of the most widely used training programs available. For more information on her publications, visit Roberta's Web site at Newroads-Consulting.com.



Resources

Stella Chess, M.D., and Alexander Thomas, M.D. *Temperament and Development*. New York, NY: Brunner/Mazel Publishers, Inc., 1977.

Craig B. Liden, M.D. and Jane Zalski. *Temperament and Attention: Neurobehavioral Contributors to Individual* Pittsburgh, PA: TRANSACT Health Systems, Inc., 1992.

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Excerpted from Roberta Newman. *Keys to Quality in School-Age Child Care Trainer's Guide*. Union Bridge, MD: Summerwinds Communications, 1993.

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The Case of the Missing Families

By Kathy Hermes

Our after school program tries to involve parents. We have two parents who attend an advisory committee meeting. When they attend, their ideas are good but they often have a schedule conflict. We had an open house for families last fall, but very few came. We hear from them whenever there is a change of policy or a fee increase but otherwise they only seem interested in dropping their kids off and picking them up. We used to have better connections with our families, but something has changed. We don't know what else to try. Please help.

Congratulations for paying attention to the families in your program! Recognizing the value of families is the first step to having them involved in a meaningful way. Anyone who has successfully gotten families involved (it can be done!) knows that it requires time, planning effort, and lots of follow up. As times change and people keep up the frantic pace of the 21st century we need to look for new ideas of what might work.

What things do families in your program need and want? We value the benefits of our program and the effects on children, but some-

times parents are so busy in their daily lives juggling multiple responsibilities and concerns that they don't see it as a priority. When their children are doing well they might breathe a sigh of relief.. A survey of working parents in Ohio showed that 86% indicated they wished they could spend "much more" or "a little more" time with their children. Ask your parents what you can do to support their family life and offer what they ask for. You can't give them more time, but you can offer the opportunity to spend time together.



Accreditation standards for the National Afterschool Alliance recognize the importance of family involvement with these three standards:

Staff and families interact with each other in positive ways. (#7c)

Staff support families' involvement in the program. (#23d)

Staff, families, and schools share important information to support the well-being of children and youth. (#24)

It is worth the time and effort and the results of family involvement will strengthen the base of support for your program. It can provide program volunteers, contribution of money and materials and offers great career information opportunities for children.

Here are some ways to get started:

- Treat parents as program partners. Creating strong family involvement in an out-of-school program begins with making a commitment to invite families to participate as full and equal partners with staff. Families instinctively know the difference between being included as an afterthought and being respected as partners.
- Create a family corner with comfortable chairs, a pot of coffee and a bulletin board. Post pictures of families doing activities together along with articles of interest to them.
- Offer social events so parents can get to know other parents. This might include pot luck dinners, open houses featuring children's art work, performances that showcase children's talents and family game nights. Schedule these events at times that are conducive to good attendance. Providing child care for babies and toddlers is important.
- Support and encourage family time. Provide activities that involve children interviewing family members, collecting family stories or pictures, creating family genealogy.

- Create opportunities for family volunteering. Contact your local volunteer center and piggy-back on a community volunteer event that is already planned. Take a group of families from your program to participate.
- Set up a career information event and have parents talk about their jobs. If possible, arrange for a few older youth to visit a parent's work place of interest.

To get the participation you are looking for make sure you get the word out about any family involvement event early and often. Have the kids make posters and hand out a colorful flier to each family. Make sure the staff are involved in the planning and ask them to mention the event to the children and their parents. If there is a parent who has participated in events in the past, perhaps he or she would be willing to invite some families personally. Have a 'sign up sheet, so you know who to expect and make a follow up phone call the day before to remind them of the event. Older children can help with these phone calls with a prepared message.

Keep your expectations reasonable. For instance, if two or three families participate in an activity, talk about how much fun it was and make plans to do it again. Building family support takes a long time, and is accomplished by word of mouth. Offer something quarterly at first with the goal of monthly meetings the

following year.

According to the Annie E. Casey Foundation "children do well when families do well and families do better when they live in supportive neighborhoods.". The goal of your school age care program is most likely to make a difference in the lives of children during their out of school time. So to include families in that process increases the likelihood of success. And if your program is in a neighborhood (as most programs are) you are also making a positive impact on the community. You may think you are only providing a child care service for children of working parents, but in fact your program is an important part of the landscape of people's lives.

"The Survey of Ohio's Working Families sponsored by the Kunz Center for the Study of Work and Family at the University of Cincinnati, Ohio.

Building Family Assets, The Annie E. Casey Foundation, aecf.org



School-Age Conference

Fall 2005

Child Care Specialist Certificate

Congratulations to Zacil Nash!

Zacil is the
3rd School-Age
provider in the state to
complete requirements
for the Child Care Specialist
Certificate in the
School-Age Specialty
area:

"This has been a great achievement for me. It was hard work, but it was worth it. I learned a lot about myself and the profession while I was working on the certificate. - Zacil Nash

Zacil is the Lead
Teacher of the 2 1/2 to 3
years old class at Lake
Point Kiddie Cottage in
Maumelle.

Congratulations!

**Paragould School District
School of the 21st Century
Before/After/Vacation Care Programs**

9

By Vicki Shelby, Director

School of the 21st Century (S21C) is gearing up for the Summer Program beginning May 31, 2005. Our program will be open until August 5, 2005. The hours of operation will be 6:00 a.m. – 5:30 p.m. Our program will close during July 4th week for “heavy duty cleaning”.

We are excited to merge the S21C Summer Sensational Club with the SAFARI 21CCLC program at Woodrow Wilson Elementary again this year. We have four exciting camps planned for all children. The camps will be:

Poetry/Sign Language Camp – Clayton Scott will be with our group to work on poetry all week. On Friday, a coffee house will be open for parents/children to enjoy the great poets of S21C. We have other certified teachers that will be teaching sign language, computers, PE, academic enrichment in addition to having choices in centers and outside play.

Music/Science/Math Camp – Certified teachers will work with our group on music, science, math, computers, PE, and academic enrichment in addition to having choices in centers and outside play.

Art/Spanish – Certified teachers will work with our group on art and Spanish

as well as the computers, PE, and academic enrichment. Children will also have choices in centers and outside play.

Basketball Camp – Certified coaches will be providing the children with a great experience in basketball skills.

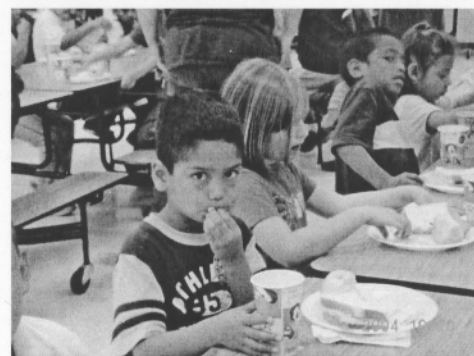
In addition to camps, children will be able to experience 2-3 field trips a week. There will be swimming, bowling, nature trips, trips to the park, theatric plays, skating, Children’s Museum, fishing, etc.

Our program is a state accredited program with certified and classified staff. The summer ratio is approximately 1:8.

During the school year, we have sites at Baldwin Elementary and Woodrow Wilson Elementary in Paragould. During the vacations and summers, we combine the sites together and host it at Woodrow Wilson. The summer feeding program is available for all children 0-18 in the area during June and July which is a great help to families in the area during the summer.

Woodrow Wilson has a wonderful playground area plus a multi-purpose room that can be used for many inside activities for the program. In addition, S21C has the use of the library, computer labs, and classrooms. This gives the children much needed space to allow many choices of appropriate activities. Our main focus is to

insure that children will have a great summer and have as many opportunities as children being able to stay at home during the summer.



If you are looking for a way to captivate school-age children, then you are looking in the right place. Science is an amazing subject to explore with children. Though some adults are intimidated by a scientist's lab coat and all the beakers and chemicals that a scientist works with, science doesn't just occur in a laboratory. Science is all around us and the best thing about it is that the magic is simply waiting to be discovered! Conducting science experiments with children can be very exciting because you can learn right along with the children. To conduct an experiment, you don't have to already know all the answers, you just have to have the desire to learn and be able to make an educated guess or a "hypothesis" about what you think will happen. It is as easy as that! Here are a couple of fun science experiments that will for sure make you a mad scientist or at least simply mad about science! For more great science experiments that are sure to amaze, visit www.stevespanglerscience.com.

The Amazing Floating Water Trick

Materials Needed:

- Pint sized mason Jar with twist-on lid
- Circular plastic screen insert (the



same material like you have on your home windows)

- Index cards (the size of the card must be able to cover the width of the jar lid)

A lively audience to fool!

Method:

- Place the plastic screen material over the opening of the jar and screw on the lid (sealing band).
- Remove the lid and use scissors to cut around the indentation "ring."

What you're left with is the screen insert that fits perfectly into the top of the sealing band.

Place the screen over the opening of the jar and twist on the lid. Make sure that you do not accidentally show the screen insert otherwise the secret is out!

When you're ready to perform the trick...

- Fill the jar with water by simply pouring water through the screen.
- Cover the opening with the index card.
- Hold the card in place as you turn the card and the jar upside down.
- Carefully remove the card from the opening and the water mysteriously stays in the jar! Replace the card, turn the whole thing over, remove the card and pour out the water. How did you do that?

How did it do that???

Air Pressure: The atmosphere exerts about 15 pounds of pressure per square inch of surface at sea level. Because it's a gas, it not only pushes down, but also upwards and sideways. The card remains in place because the air pressure is pushing upward harder than the water is pushing downward.

Surface Tension: The surface of a liquid behaves as if it has a thin membrane stretched over it. A force called cohesion, which is the attraction of like molecules to each other, causes this effect. The surface tension "membrane" is always trying to contract, which explains why falling droplets of water are spherical or ball shaped. The water stays in the jar even though the card is removed because the molecules of water are joined together to form a thin membrane between each opening in the screen. Be careful not to giggle the jar or touch the screen because you'll break the surface tension and surprise everyone with a gush of water!

Experiment with different screens, some with fine mesh and some with coarse mesh to observe how surface tension and air pressure work together to accomplish the feat. For different screens, try materials such as cloth, plastic mesh from produce bags, etcetera. See what happens when different sizes and shapes of bottles are used too.

Squeeze Bottle Rockets

Materials Needed

- One empty Kool Aid Bursts bottle (These are sold in a pack of six and are translucent plastic bottles that resemble old-fashioned soda bottles. The can be purchased at your local grocery store for about \$1.00 per pack)
- Modeling clay
- One normal sized drinking straw with no bending parts
- One larger sized straw (the type from your local coffee shop work best. To test if the straw is wide enough, simply make sure that the normal sized straw can slide inside the bigger straw)



Method

- Take your normal sized straw and insert it into the small hole at the top of the Kool Aid Bursts container. Put the straw about half way into the bottle. If the hole is a little small, widen it up a little bit until the straw fits snugly. The straw should fit snugly in the hole at the top of the bottle.
- Use modeling clay to seal any possible leaks between the straw and the hole in the bottle. The clay will also make the straw more stable and less likely to wobble.
- Slide your big straw on top of the normal sized straw so that just a little bit of the normal sized straw can be seen near the top of

the bottle. Can you see your rocket launcher beginning to form?

- Take a small amount of clay (about the size of a mini gumball) and block the top of the big straw. This "plug" will seal the end of the straw. Make sure that no air can escape otherwise your rocket will not be able to take flight! It's time to launch! Ready, aim, squeeze! Watch the bigger straw fly through the air! Make sure that safety is always the first thing on your mind and do not launch the rocket directly at anyone. If it does not work, check the two spaces that you put clay to make sure that air is not escaping. Ta da!

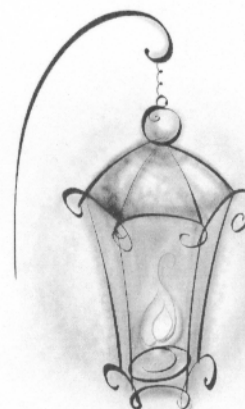
How did it do that?

Air is everywhere! When you exerted force on the bottle by squeezing it, the pressure is forcing the air to find a place to escape and it propels the larger straw to fly off the smaller straw. While you're having fun launching straws, you're actually learning about Newton's Third Law of Motion. According to Newton, for every action there is an equal and opposite reaction. As you squeeze the bottle, air is forced out of the straw and pushes against the clay plug in the larger straw. The resulting force causes the straw to "launch" through the air. Be creative! Once you've mastered the simple straw rocket, challenge children to a straw rocket design contest. Add a nose cone, some fins, a few decorations, and don't forget to name your straw rocket!

Lights on Afterschool!

October 20, 2005

Thousands of afterschool programs in communities nationwide will celebrate Lights On Afterschool! Be a part of this effort to showcase the importance of afterschool programs and underscore the quality afterschool programs for all children.



31 Things to Do With Pumpkins

12

By Dr. C. Morrell Jones

1. Take children to the store to see pumpkins.
2. Take children to visit a pumpkin patch and select one for the classroom.
3. Have children find objects the same color as the pumpkin.
4. Have children find objects the same shape as the pumpkin.
5. Thump the pumpkin and find objects that make the same sound when they are tapped.
6. Feel the pumpkin and describe its texture.
7. Find objects that have the same texture as the pumpkin.
8. Smell the pumpkin and have the children complete the sentence, "When I smell the pumpkin, it reminds me..."
9. Measure the pumpkin using string or a strip of paper.
10. Find objects as long as the pumpkin is round.
11. "Guest-a-mate" the weight of the pumpkin, then weigh the pumpkin.
12. Find objects that weigh as much as the pumpkin.
13. Mix red and yellow paint to create orange. Paint pumpkin pictures.
14. Cut the top off the pumpkin and remove the seeds. Wash seeds and remove fibers from inside.
15. Count seeds in equal numbers (make sets) and talk about number of seeds.
16. Roast some seeds.
17. Have a seed party and eat pumpkin and other seeds.
18. Cut pictures out of magazines of seeds that people eat.
19. Make a simple bird feeder out of a milk carton.
20. Find out about seeds that birds eat. Find the birds.
21. Plant two seeds—talk about the needs of plants as the plants grow.
22. Have a language experience story about the pumpkin seeds.
23. Place a lit candle in the pumpkin with the top on. See how long the candle will burn.
24. Cut a pumpkin out of orange paper. Draw a happy face on one side and a sad face on the other side.
25. Make up a story about "The Pumpkin on Halloween Night".
26. Make a pumpkin into a jack-o-lantern. Save the pieces to identify and discuss shapes.
27. Repeat activity #23 with the candle. Talk about fire needing air to burn.
28. Choose a name for your jack-o-lantern.
29. Bake pumpkin pies, bread, cookies, etc.
30. Have a Halloween party with your jack-o-lantern as the honored guest.
31. Put pieces of pumpkin in various places to observe changes that occur.



ROASTING SEEDS: Cover with salt water, bring to boil, simmer 2 hours. Drain and dry with brown paper. Spread on cookie sheet, coat with oil, sprinkle with salt. Bake at 250 degrees until brown.

[Distributed at monthly meeting of the Magnolia Association on Children Under Six, September 22, 1986, by Dr. C. Morrell Jones. Re-typed by Diana Courson, 10/17/93.]

Walking Board

The purpose of the walking board is to help the child develop laterality, directionality, and dynamic balance. The skill of walking across the board without falling off is not the object. We are after a generalized balance that can be used in every activity in which the child engages. It has been proven possible to teach a child to walk flawlessly across a board, but when he is required to use his generalized balance pattern with a total effect, it is necessary to carefully move the child through activities with a lot of variations from the beginning. This is one of the main concepts that will distinguish a successful program from an unsuccessful one. It will take longer to teach a child to cross a board without stepping off if variations are introduced from the beginning, but by teaching him to cope with various balance problems, he will develop the loose, adaptable total body-balance patterns that we are after.

Let's follow this thought and apply it to a real situation, then make an analysis of what we are doing. A child is told to walk frontwards across a walking board. As he walks across, he loses balance and steps off. This is good because stepping off shows him clearly that he has to make certain corrections in his balance pattern in order to walk the board. As he begins to make the necessary corrections, he learns to coordinate certain muscles together in a rhythmic manner. There is a definite tension in each muscle group through each cycle of movements. For example, if we give him a weight to carry in one hand, the weight in the hand changes the pattern for every muscle in the body. The introduction of the small variation in the initial activity such as the adding of a weight leads to a broadening and generalizing of the child's balance pattern. This same principle holds true for any motor activity.

Walking Board Activities

1. Walk forward across the board. (Keep eyes on a target).
2. Walk forward across the board and carry a weight in the left hand.
3. Walk forward across the board and carry a weight in the right hand.
4. Walk forward across the board and change the weight from hand to hand.
5. Walk backward across the board.
6. Walk backward across the board and carry a weight in the left hand.
7. Invent your own way to cross the board.
8. Walk backward across the board and carry a weight in the right hand.
9. Walk backward across the board and change the weight from hand to hand.
10. Walk forward across the board with an eraser balanced on head.
11. Walk back across the board backward and balance eraser on head.
12. Walk across the board with eraser balanced on head and carry weight in hand.
13. Walk across the board and throw a bean bag at a target on command.
14. Walk across the board and catch a bean bag and throw it back.
15. Walk across the board and bounce a ball.
16. Invent two ways to cross the board that we have not shown you. (Have the child devise new ways, but if he can't the instructor should do it. It is valuable to do your thinking out loud and let the child follow you through the process.)
17. Walk sideways across the board and lead with the right foot.
18. Walk sideways across the board and lead with the left foot.

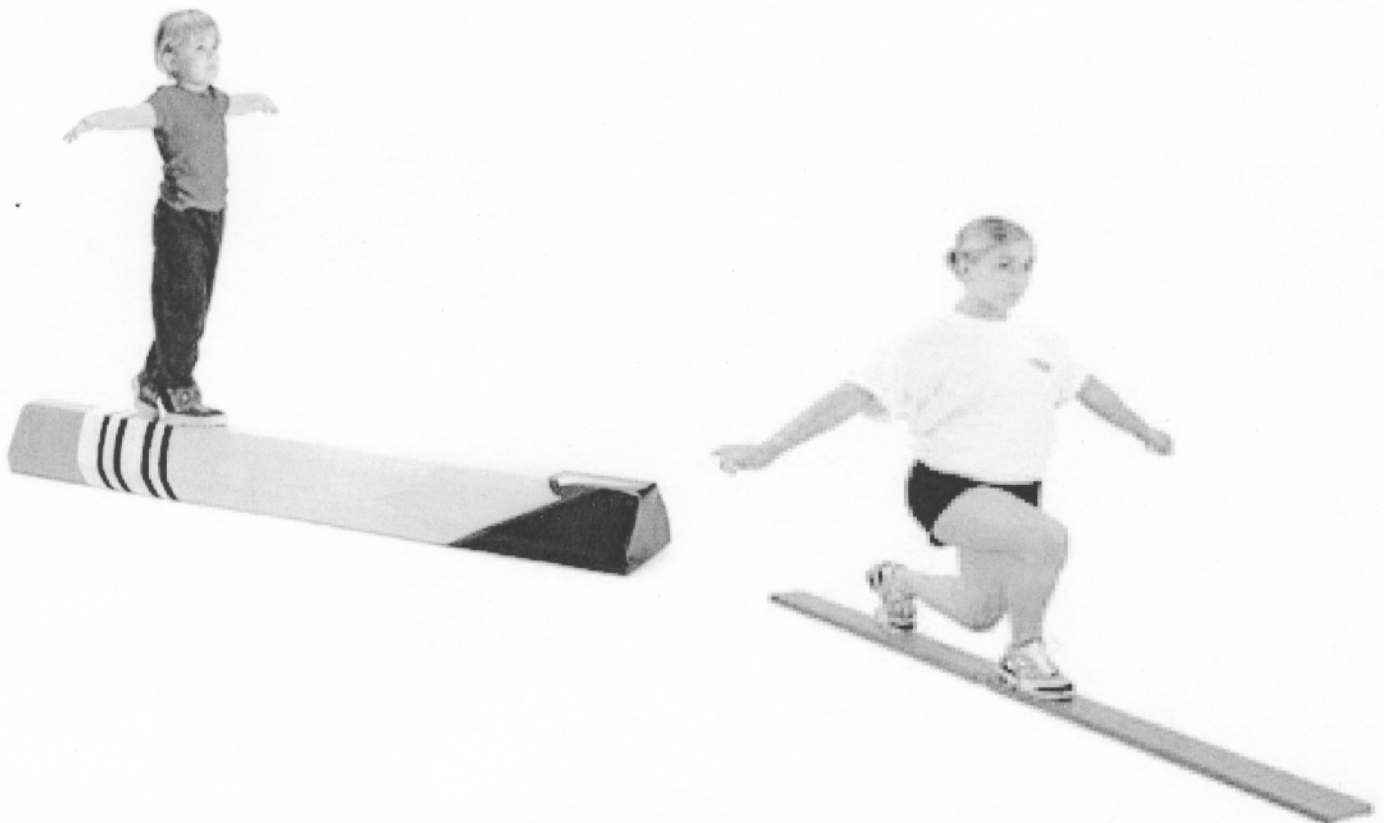
Outdoor Activities Continued

14

19. Walk sideways across the board and carry a weight in the hands.
20. Walk sideways across the board and change a weight from hand to hand.
21. Walk sideways across the board with an eraser balanced on top of your head and carry a weight in the hands.
22. Walk sideways down the board with a weight in the hands; in the middle of the board turn and lead with the other side.

Note: The activity can be used to develop the ability to follow commands. Give the child a series of commands that he can follow and see that he carries them out. Slowly but surely you can increase the span of the number of commands that he can handle. If he has trouble with handling more than one or two commands in a series tell him to imagine that he is going through each act as you give it to him. Be sure to give commands slowly and distinctly.

23. Walk across the board with the arms extended to the sides; then to the front, back, both to one side, the both to the other side.
24. Walk across the board with the arms extended in front; back to opposite sides and then both to one side, then both to the other side.
25. Walk forward with left foot always in front of the right; combine activities covered in items 1 through 24.
26. Walk forward with right foot always in front of the left; combine activities covered in items 1 through 24.



Child Care Specialist Certificate

Every person seeking a Specialist Certificate will participate in 3 unique types of training for a total of 60 hours: **Child Development (20 hours)**, **Specialist Training (20 hours)**, and **Professional Development (20 hours)**. Specialist training consists of 20 hours in one of the specialty areas. Upon completion of the 60 hours in the Specialist Certificate you will receive six (6) CEU's.

Child Development

This series of competency based information is also for the individual seeking the basic 20 hours of child development required for the specialist certificate.

Specialty Areas

You may earn a certificate in 1 of the 4 specialty areas:

- Family Day Care addresses children cared for in a licensed family day care home. (20 hours)
- Infant/Toddler addresses children age birth through two years. (20 hours)
- Preschool addresses children age three through five years. (20 hours)
- School-Age addresses children age 6-13 years. (20 hours). The topics are:

Module 1 Understanding School-Age Children/Health and Safety

Module 2 - Planning the Environment/Appropriate Activities

Module 3 - Program Planning and Management/Behavior Management

Module 4- School-Age Children in Groups/Fostering Creativity, Reasoning and a Sense of Wonder

Module 5 - Character Development/Building Relationships

For more information please contact

Woodie Sue Herlein, School-Age Program Coordinator
(870)972-3055 or
1-888-429-1585

School-Age Specialty Emphasis Area Training

Fayetteville

Donald Reynolds Boys and Girls Club
560 N. Ruppel Road

Module I—Thursday, September 15, 2005—6:00-9:00 p.m.

Module II—Thursday, September 29, 2005—6:00-9:00 p.m.

Module III—Thursday, October 6, 2005—6:00-9:00 p.m.

Module IV—Thursday, October 27, 2005—6:00-9:00 p.m.

Module V—Thursday, November 3, 2005—6:00-9:00 p.m.

Little Rock

Winfield UMC
20100 Cantrell Road

Module I—Tuesday, September 13, 2005—6:00-9:00 p.m.

Module II—Monday, September 19, 2005—6:00-9:00 p.m.

Module III—Tuesday, October 4, 2005—6:00-9:00 p.m.

Module IV—Monday, October 17, 2005—6:00-9:00 p.m.

Module V—Tuesday, November 8, 2005—6:00-9:00 p.m.

Jacksonville/Cabot

TBA

To register online go to <http://chs.astate.edu>

